

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 10 September 2025

Update on 2025/26 Student Recruitment and Credits

Report by Director of Digital and Information Systems

1. Introduction

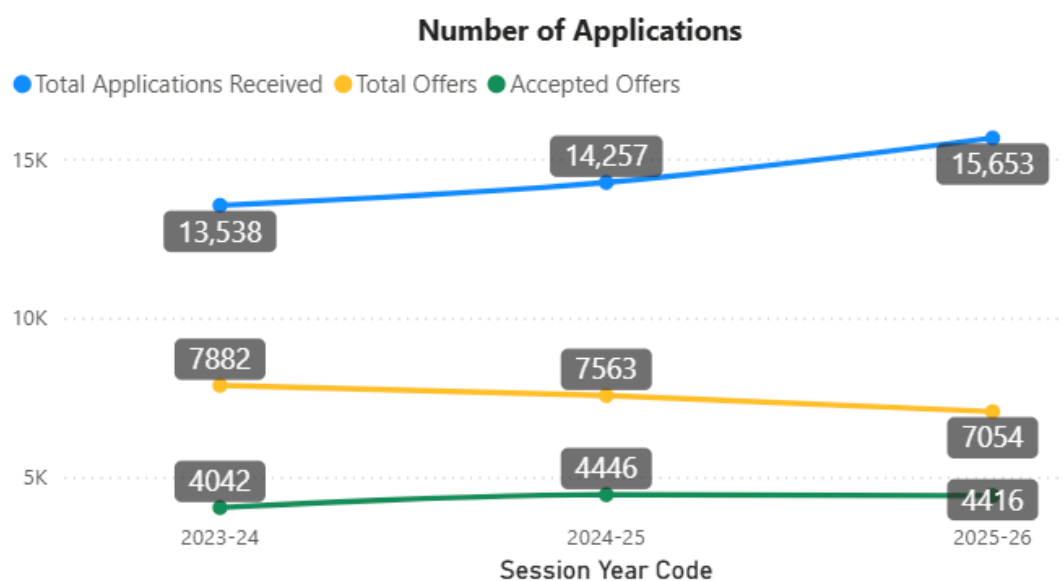
This report provides an update on student recruitment for the 2025/26 academic year at Glasgow Kelvin College. It is intended for the Learning and Teaching Committee and presents a snapshot of data as of 1 September 2025. The report summarises admissions data, full-time enrolments and associated credits.

2. Student Recruitment and Retention Audit

During the 2024/25 session, an internal audit was carried out on our Student Recruitment and Retention procedures. The audit resulted in an overall assurance rating of 'good' and highlighted one grade three recommendation relating to data reporting practices. Several strengths were noted throughout the review, contributing to a generally positive outcome. The complete audit report can be accessed in appendix 1.

3. Student Recruitment

The 2025/26 full-time teaching timetable began on Monday, 25 August 2025. According to previous reports provided to the committee, data indicated that student recruitment was expected to align with both last year's figures and the established target. The total number of applications for 2025/26 was slightly higher than the previous year, while the number of accepted offers remained largely unchanged.



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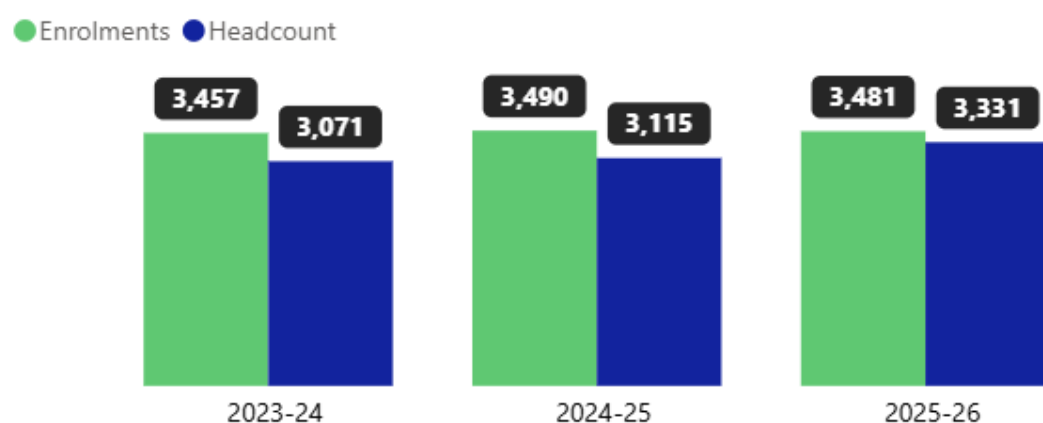
Figure 1 - Applications received and offers made up to 1 September 2025.

4. Student Enrolment

For course commencing August 2025, the College enrolled 3,481 students into full-time programmes. This figure includes 35 FE courses, which, having previously been delivered over 36 weeks, are now structured as two 18-week programmes (designated by the SFC as short full-time). This adjustment aims to support student academic achievement while reducing early withdrawal rates.

Overall, full-time enrolments for 2025/26 are consistent with historical trends and align with expectations based on thorough monitoring of admissions data.

Enrolment and Headcount



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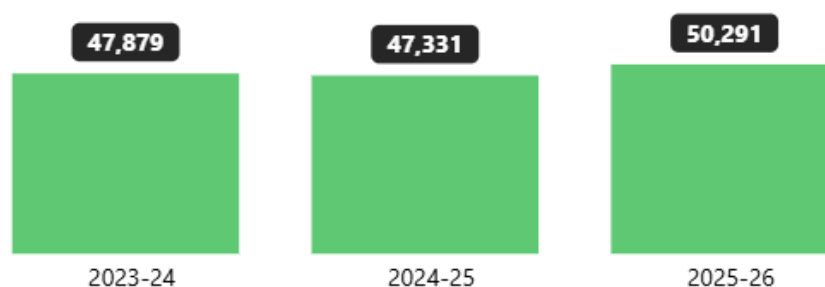
Figure 2 – Enrolment trend for programmes commencing August each year.

5. Credit Delivery

For 2024/25, the College is undergoing an internal audit of credit delivery, so the final credit count may be adjusted. At present, the College has delivered 72,343 credits, which exceeds the target of 71,941 credits.

The credit target for 2025/26 is set at 71,941, which matches the target for 2024/25. Credits for all August 2025 enrolments total 50,291, representing 70% of the target. It is projected that early withdrawals could result in a 5% reduction in credits for August enrolments; however, more comprehensive data for analysis will not be available until October or November. Credits for full-time activity in 2025/26 align with trend data from previous academic years.

Credits by Academic Year



[Open in Power BI](#)

Figure 2 – Credit delivery of full-time activity for programmes commencing August each year.

6. Resource Implications

College funding levels could be negatively affected if the College does not achieve its credit targets.

7. Impact on students

There are no issues identified that could impact students as a direct result of this report.

8. Equalities

There are no equality implications arising directly from this report.

9. Risk and Assurance

There is a risk the College will not achieve its SFC credit delivery target, should student recruitment fall below the target levels. This paper provides early indications that student recruitment is on track.

10. Data Protection

There are no data protection implications arising directly from this report.

11. Environmental and Sustainability

There are no environmental and sustainability implications arising from this report.

12. Recommendations

Members are recommended to:

- i Note the most recent student recruitment and credit delivery data.

13. Further Information

Members can obtain additional information on the contents of this report from Jason Quinn, Director of Digital and Information Services, jquinn@glasgowkelvin.ac.uk.

Glasgow Kelvin College
Jason Quinn, Director of Digital and Information Services
1 September 2025

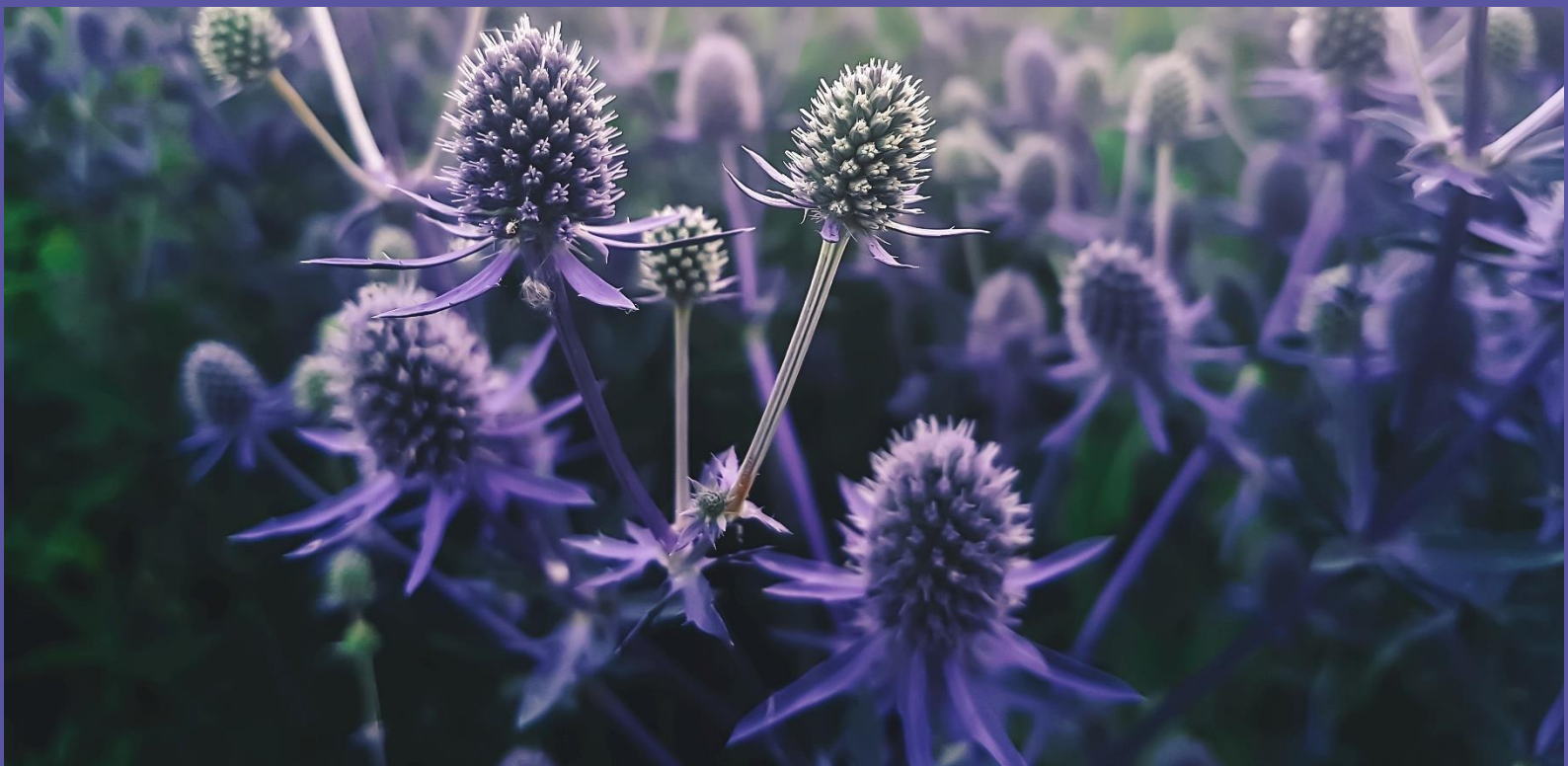
Glasgow Kelvin College

Student Recruitment and Retention

Internal Audit report No: 2025/05

Draft issued: 1 April 2025

Final issued: 28 April 2025



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Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit and Risk Committee.
Priority 2	Issue subjecting the organisation to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.



Management Summary

Overall Level of Assurance

Good	System meets control objectives.
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Risk Assessment

This review focused on the controls in place to mitigate the following risk on the Glasgow Kelvin College ('the College') Strategic Risk Register as at 26 November 2024:

- Risk 9 – Student Recruitment and Retention (Residual risk score – 6: Manageable).

Background

As part of the Internal Audit programme at the College for 2024/25 we carried out a review of the systems in place for Student Recruitment and Retention. The Audit Needs Assessment identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Principal and the Audit and Risk Committee that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Ensuring that student recruitment meets the College's admissions targets is a key element in ensuring that its Credit targets are met and that there is no financial clawback from the College's share of regional grant-in-aid. To support the College's recruitment goals, it is important that the processing of applications is efficient and that communication with applicants is prompt and customer friendly. This needs to be followed up with systematic monitoring of actual applications received against agreed target figures so that where the number of applications falls below expectations then appropriate targeted marketing activity can be undertaken with a view to increasing applications. Once students have enrolled, the focus then switches to retention, which requires ongoing review of attendance and achievement data in order to initiate follow-up for any students who are showing signs of experiencing difficulties so that targeted support can be provided to these students.

Scope, Objectives and Overall Findings

We conducted a review of the adequacy and effectiveness of the processes and procedures for managing and controlling student recruitment, covering the role of Student Information Services, Marketing and Communications and Curriculum Areas.

This included a review of early warning indicators to flag where recruitment targets are not being met.

For the purposes of this review student recruitment was defined as those activities targeted at individuals who are actively weighing up the prospect of entering or continuing in further or higher education.

Scope, Objectives and Overall Findings (Continued)

The table below notes each separate objective for this review and records the results:

Objective		Findings		
The objective of our audit was to ensure that:		1	2	3
		No. of Agreed Actions		
1. There is appropriate senior management and Board oversight, including monitoring and reporting of information on student applications against targets to identify areas of poor recruitment, and identify possible actions	Good	0	0	0
2. Clear roles and responsibilities have been established that foster accountability for student recruitment	Good	0	0	0
3. There is an agreed student recruitment strategy taking into account: ◆ College strategic objectives and Scottish Funding Council (SFC) outcomes; ◆ agreed student recruitment targets; ◆ equal opportunities; ◆ widening participation; ◆ admissions policy	Good	0	0	0
4. An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle. Recruitment / promotional activities are: ◆ planned; ◆ activities are designed to be economic, efficient and effective; ◆ underpinned by recruitment data and market intelligence; ◆ coordinated; ◆ reviewed, monitored and evaluated	Satisfactory	0	0	1
5. Knowledge, skills and training is provided to staff who are engaged in recruitment activity	Good	0	0	0
6. There are mechanisms to handle recruitment complaints and take remedial action, where necessary	Good	0	0	0
Overall Level of Assurance	Good	0	0	1
		System meets control objectives.		

Audit Approach

We assessed whether the above objectives had been met through discussions with key staff, including the Vice Principal Curriculum and Quality and staff involved in marketing, student information services and a sample of academic managers, and review of relevant documentation.

Summary of Main Findings

Strengths

- The Curriculum Planning Tool effectively sets and refines recruitment targets, incorporating predicted conversion rates based on staff expertise and past recruitment experience to optimise forecasting accuracy;
- The College has effectively introduced the use of Power BI for live dashboard reporting, providing all staff involved in student recruitment with real-time, easily accessible data to monitor and manage recruitment performance against targets;
- Curriculum staff were involved in the development of Power BI as a reporting tool for student recruitment data, to ensure their wants and needs were reflected. An ongoing dialogue is encouraged to ensure Student Information Services staff are made aware of any changes that would improve the platform;
- There is a robust framework for ongoing discussion and collaborative meetings involving the Senior Management Team (SMT), faculty management, Student Information Services, Marketing and Communications and the Board of Management, to regularly review and address student recruitment and retention;
- Clear roles and responsibilities for student recruitment have been established and strong relationships exist between the departments involved;
- The curriculum planning process and student recruitment activities take into account the College's strategic objectives, regional and national priorities and SFC outcomes;
- The College is committed to inclusivity and widening participation and this is supported by its Strategic Plan, Access and Inclusion Strategy and various courses and initiatives aimed at increasing opportunities for under-represented groups;
- An Admissions Policy is in place which sets out the College's commitment to fair, transparent and consistent admissions practices;
- The College has recently invested in an upgraded website which is key for attracting the right students to the right courses. Feedback from staff on the new website was positive and increased conversion rates have been noted since its introduction;
- The College has recently introduced a grading system for applicants, which enhances recruitment accuracy by measuring the likelihood of conversion for each student based on course availability, location, and qualifications, thereby allowing predicted class sizes to be measured throughout the recruitment process;
- The Marketing and Communications department has a clear Marketing Strategy in place, aimed at developing a strong brand for the College, which continues to attract students. Effective use is made of the website, social media and other forms of advertising in marketing the College;
- There is a clear commitment and a coordinated approach to "keeping warm" activities and community engagement through school visits, community workshops and recruitment events;
- Staff involved in student recruitment demonstrated that they have sufficient knowledge and skills. Training is provided regularly and there is a robust mechanism for identifying specific training needs; and
- A clear Admissions Appeal Procedure and Complaints Handling Procedure is in place to inform students of the steps they can take should they seek to appeal an admissions decision or to lodge a complaint about the admissions process. These are made readily available on the College website.

Summary of Main Findings (Continued)

Weaknesses

- Our discussions with a sample of Curriculum Managers noted that there was mixed feedback on the use of Power BI. Some still preferred to use Columbus to review some student recruitment reports, which are available for review in Power BI. Some Curriculum Managers advised that on occasion they have noted differences between Power BI and Columbus, likely due to a time lag, and this may have impacted on their trust in the dashboard reporting, leading to continued reliance on Columbus as a reporting tool.

Acknowledgments

We would like to take this opportunity to thank the staff at Glasgow Kelvin College who helped us during the course of our audit visit.

Main Findings and Action Plan

Objective 1 - There is appropriate senior management and Board oversight, including monitoring and reporting of information on student applications against targets to identify areas of poor recruitment, and identify possible actions

Through our discussion with members of the College's Senior Management Team (SMT), we confirmed that they have access to a variety of reporting information which provides them with effective oversight of student recruitment. In 2023, the College introduced Power BI for live dashboard reporting of student recruitment information and this is monitored by Student Information Services (SIS), Curriculum Managers, Senior Curriculum Managers and SMT on a daily basis. A specific 'Recruitment Management' function is in Power BI for use by SMT to allow efficient identification of any courses that may require additional support to hit recruitment targets. The Board of Management also has access to the dashboard within Power BI and receives supplementary reports highlighting key information for discussion. Power BI displays a variety of information and allows 'at a glance' reporting on student numbers against targets through RAG rating. Power BI also allows student recruitment information to be compared with previous years. A 'Summary Performance' dashboard extract from Power BI is circulated by email to the College Principal, Vice Principals and Faculty Directors every Monday morning.

In addition to Power BI dashboard reporting, Key Performance Indicators (KPIs) are in place for student recruitment and these figures are reported to SMT and the Board on a regular basis.

We also confirmed that there are various opportunities for discussion of student recruitment throughout the year, including discussion on any areas of poor recruitment which may require action to be taken. The SMT meets regularly during critical recruitment and enrolment periods and recruitment activity forms a key element of ongoing discussions. A Learning, Teaching and Student Experience Working Group is in place, which meets fortnightly to discuss recruitment and admissions as a standing agenda item. This group is chaired by the Vice Principal of Curriculum and Quality Enhancement and also includes the Director of Apprenticeship, Skills and Curriculum, the Director of Community, Engagement and Curriculum, the Director of Digital and Information Services and the Head of SIS.

Weekly 'Training, Growth and Improvement Forum' meetings are also chaired by the Vice Principal of Curriculum and Quality Enhancement with involvement from all Curriculum Managers and Senior Curriculum Managers. These discussions allow the strategic priorities of the College to be communicated and action to be taken regarding student recruitment to ensure that recruitment activity continues to align with the overall goals of the College.

Additionally, an Academic Board is in place, comprised of SMT members, faculty management, lecturers and support staff management. This Committee meets four times in an academic year and student recruitment and retention issues form a core element of the discussions at the Academic Board.

The Board of Management's Learning and Teaching Committee meets four times in an academic year and the progress made in achieving the Credits target is a standing agenda item.



Objective 2 - Clear roles and responsibilities have been established that foster accountability for student recruitment

We reviewed the College's Admissions Policy and confirmed that roles and responsibilities are clearly set out as follows:

- *"The Director of Digital and Information Services, Head of SIS and Team Leader for Admissions & Student Records are responsible, on behalf of the College, for developing and implementing admissions practices and procedures."* They are also responsible for reporting on student recruitment information and ensuring this reporting meets the needs of Academic staff, SMT and the Board; and
- *"Faculty management staff are responsible for making academic decisions regarding student recruitment, such as course offerings and applicant outcomes."*

Roles and responsibilities are also formally described in the job descriptions of senior management and key curriculum and support staff.

Where the number of applications is lower than anticipated, then Curriculum staff work with the Marketing and Communications Team to undertake appropriate targeted marketing activity to increase the level of applications. The Marketing and Communications Team is also responsible for maintaining the College's website, which is utilised to inform prospective applicants about the College and all of the courses on offer, as well as information on how to apply. It also maintains the College's social media channels. Beyond this, the overall objective of the Marketing and Communications team is to attract students to the College.

The Vice Principal of Curriculum and Quality Enhancement has overall responsibility for ensuring that student recruitment activity allows Credits targets to be met.

From our discussions with a sample of staff across SIS, Marketing and Communications, Faculty Management and SMT, without exception they had a clear understanding of their roles and responsibilities around student recruitment. It was also evident that staff across the different departments involved in student recruitment work collaboratively and it was evident that strong relationships have been built, allowing ongoing effective communication and shared accountability.

Student Recruitment and Retention

Objective 3 - There is an agreed student recruitment strategy taking into account:

- ♦ College strategic objectives and Scottish Funding Council (SFC) outcomes;
- ♦ agreed student recruitment targets;
- ♦ equal opportunities;
- ♦ widening participation;
- ♦ admissions policy

Strategic Objectives and SFC outcomes

The College's strategic objectives are communicated in the Glasgow Kelvin College Strategy 2022 – 2027 and this is reviewed annually. Strategic recruitment priorities feed into the College Operating Plan which sets out how the strategic priorities will be achieved. This is further cascaded down to departments through departmental operating plans and the College's Quality Improvement Plan is considered alongside these to ensure recruitment reflects the College's overall aims. A Communications, Marketing and Stakeholder Engagement Framework (2022 – 2027) is in place and sets out the key objectives and priorities for communication, marketing and stakeholder engagement and covers potential students and their influencers / supporters as well as current students, education sector colleagues, employers & industry and the wider College network.

Skills Development Scotland provides Regional Skills Assessments for the Glasgow Region which provide information on regional job demand. Further labour market intelligence is identified through College staff links with local and national industries and Scottish Government economic plans. This market intelligence is built into the Curriculum Plan on an annual basis.

2023/24 was the final year in which SFC required colleges to submit Regional Outcome Agreements to set out the activities that they planned to deliver in return for their funding. These were replaced by an Outcomes Framework and Assurance Model from 2024/25, which sets out SFC's expectations of colleges and universities in return for the funding they receive.

Recruitment Targets

The focus on recruitment is to ensure that all courses are as fully subscribed as possible, to meet the College's share of the Glasgow Region's Credits target. College staff involved in the recruitment process aim to ensure that students enrol on the courses that they are best suited to and are then provided with the support required to improve retention and attainment levels. Entry requirements are reviewed on an ongoing basis to ensure they remain optimal for attracting and retaining the right students on courses and this involves comparison with other colleges to ensure optimal positioning of entry requirements for Glasgow Kelvin College. SIS meets with Curriculum Managers annually to ensure that entry requirements remain sensible across courses.

At a programme level, enrolment targets are based on several factors including: the minimum number of enrolments required to ensure that the course is financially viable; the College's identification of demand for the course; the resources available including staff, accommodation and equipment; and historical trends in early and later withdrawals. From this, a maximum number of places available for each programme is determined which is used as the recruitment or enrolment target. This information is captured in the Curriculum Planning Tool.

Objective 3 - There is an agreed student recruitment strategy taking into account:

- ◆ College strategic objectives, regional and national priorities and Scottish Funding Council (SFC) outcomes;
- ◆ agreed student recruitment targets;
- ◆ equal opportunities;
- ◆ widening participation;
- ◆ admissions policy (Continued)

Recruitment Targets (Continued)

The Curriculum Planning Tool also captures targets for applications for each programme, taking the conversion rate into account. The predicted conversion rate is determined by Curriculum staff based on prior years recruitment experience and expected demand for courses. Meetings are held with Heads of Faculty and Curriculum staff annually to refine recruitment targets. Our review noted that conversion rates of applications to offers made can vary significantly across programmes and that the experience and knowledge of Curriculum staff is crucial in the recruitment forecasting process.

Equal Opportunities and Widening Participation

The College seeks to attract a wide range of applicants from different social, cultural and educational backgrounds. This is represented in the College Strategy (2022-2027), with one of the three key strategic ambitions and priorities being to “Deliver an inspirational and inclusive student experience”. This is further supported by the College’s Access & Inclusion Strategy which sets out the College’s priorities to ensure that the groups and communities that the College serves are equally likely to: access learning opportunities, complete learning successfully and progress to work and / or further study.

Equalities and priority group data is captured during the application process and held within Unit E. Power BI reports on this data for applicants and enrolments across all courses. This allows staff to drill down into various information on the profile of their students, such as by location or other demographics including care experience, age, disability and gender. Monitoring of this information allows staff to target recruitment activity if required to widen participation in any particular area.

The College has run various courses in the past with the aim of widening participation where they have seen underrepresentation on their courses, including courses aimed at adults returning to education, ‘Men into Care’, ‘Men into Childcare’, ‘Women in Engineering’ and ‘Women in Construction’ courses. A specific support group is in place for women in engineering and STEM.

In recent years, the College has run a ‘National Opportunity Day’ event on campus. The core purpose of these sessions has been to reframe clearing as a positive opportunity for students who may not have achieved the exam results that they had hoped for.

Admissions Policy

We reviewed the College’s Admissions Policy and confirmed that this was most recently reviewed and updated in January 2024, with approval from the Learning and Teaching Committee in February 2024 and the Board of Management in March 2024. The main objective of the Admissions Policy is to offer fair, transparent and consistent admissions practices. All staff involved in student recruitment are aware of this Policy and can access it on the College intranet.

Student Recruitment and Retention

Objective 4 - An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle. Recruitment / promotional activities are:

- ♦ **planned;**
- ♦ **activities are designed to be economic, efficient and effective;**
- ♦ **underpinned by recruitment data and market intelligence;**
- ♦ **coordinated;**
- ♦ **reviewed, monitored and evaluated**

The College works to a recruitment timeline of core recruitment activities and events throughout the year. The process commences with the agreement of the curriculum portfolio, following completion of the quality review of the previous academic session. Internal applications to courses on offer are accepted from around November each year and external applications from January onwards.

Central Admissions staff are assigned to each Faculty and work closely with Curriculum staff to support the recruitment and admissions process. For courses where entry requirements are definitive and no interviews or further recruitment activities are required, SIS can accept applications on behalf of Academic staff. Columbus is used for managing elements of admissions, such as reviewing applications and making offers. Feedback on Columbus from a sample of Curriculum staff interviewed was positive and confirmed that it works well for processing applications.

Marketing is integral to raising College brand awareness, making prospective applicants aware of important dates in the recruitment process and to assist in the marketing of specific courses that may be under-recruiting. The Communications, Marketing and Stakeholder Engagement Framework is in place which is focussed on building a brand and identity for the College which attracts suitable candidates. A range of advertising formats are used, with social media and the College website being key channels for marketing activity as these are considered to be economic, efficient and effective because they are readily used by target audiences and advertisements can be targeted within the Greater Glasgow region and specific age groups. A new website was introduced in 2022 as the College recognised that this is an essential investment for effective student recruitment. Feedback from the sample of Curriculum Managers on the upgraded website was positive and they reported that they have good input into the content for their course and curriculum web pages, to ensure these represent the course well and subsequently attract the right students. Our review of the College website confirmed that department and course pages include a variety of media and case studies, including video content. The College has built a bank of images for use in marketing, which are made up entirely of genuine Glasgow Kelvin College students.

The Marketing and Communications department recently carried out an audit of core College social media accounts and sub accounts managed by Curriculum staff and identified all unauthorised accounts and inactive accounts. The management of the College's social media is now much more tightly controlled by the Marketing and Communications department to ensure that the content being produced is in line with the College's brand identity. Engagement is monitored across the various social media platforms to evaluate what is leading to the most applications. From discussion with the Marketing and Communications Manager, it was evident that there are clear plans in place for each social media platform. A robust process is in place for ensuring student permissions have been obtained before they feature on the College website or social media.

In addition to the website and social media, the College uses an agency to manage digital marketing and public relations and features regularly in the Metro newspaper. There is currently a billboard within the St Enoch Centre with a creative map of all subject areas on offer at the College.



Student Recruitment and Retention

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- ♦ **underpinned by recruitment data and market intelligence;**
- ♦ **coordinated;**
- ♦ **reviewed, monitored and evaluated (Continued)**

As previously highlighted, Power BI is utilised to report on recruitment data throughout the recruitment lifecycle and allows recruitment activity to be targeted where required. The number of applicants, offers, interviews, acceptances and enrolments are monitored, and Curriculum Managers use their knowledge and expertise to consider the conversion rate for their courses, as this tends to vary based on the nature of each course. Targets are subsequently in place for each stage of the recruitment process. Our review of the Power BI reports confirmed that performance against targets was clear and easily interpreted. We confirmed through discussion with the Head of SIS, and a sample of Curriculum Managers, that there had been significant consultation with academic staff during the building of Power BI reports to ensure they met the needs of academic staff. It was also apparent from our discussions, that SIS welcome feedback from Curriculum staff in relation to any changes they would like to see or to gather feedback on any issues they may be encountering as they use the dashboards on an ongoing basis.

The College has recently developed a grading system for applicants which aims to assign a likelihood to each applicant of attending College at the start of the academic year. This has allowed a 'predicted class size' metric to be calculated by Power BI reports. Applicants are now graded based on three criteria – the course availability in the region i.e. whether they are applying to something specific to the College or widely available elsewhere; the applicant's postcode i.e. whether they are local to the College; and whether the qualifications the applicant has are commensurate to the course entry requirements i.e. whether they may be under or over qualified for the course. This allows the College to 'grade' each applicant and further refine the likelihood of whether they will convert to an enrolment. Since the introduction of the grading system, alongside the College's upgraded website, there has been a notable increase in the conversion rate for offers made and therefore this suggests that it is allowing selection to be managed more accurately. This predicted class size metric has also reduced the need for Curriculum staff to operate waiting lists, as they have a more accurate prediction of who is likely to convert. Class sizes and "Credits per FTE" have also been on an upward trajectory.

There is a focus across the College on "keep warm" activities to ensure prospective students remain engaged and on track to enrol prior to the start of the academic year. These vary depending on the curriculum area and include open days, sending out electronic induction packs, on site induction events, inviting applicants to music or performing arts shows from current year students and regular communication by Teams, email or text message. Recruitment events, such as auditions, can also act as initial keep warm activities as applicants are coming into College buildings and meeting staff and fellow students. From discussion with a sample of Curriculum Managers, a key piece of positive feedback on Power BI was the functionality to communicate with all applicants through the system. These all-student communications, typically by text which appeared to be the most effective for reaching students, were used regularly for 'keep warm' communications with prospective enrolments.

The College has attended various events such as SQA and UCAS events and engages with community groups and schools, to strengthen links and attract potential students. Power BI has been set up so that Curriculum staff can drill down into recruitment data relating to their own courses but also have sight of other courses and curriculum areas also, which allows for collaboration and coordinated recruitment activity where beneficial.



Student Recruitment and Retention

Objective 4 - An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle. Recruitment / promotional activities are:

- ♦ planned;
- ♦ activities are designed to be economic, efficient and effective;
- ♦ underpinned by recruitment data and market intelligence;
- ♦ coordinated;
- ♦ reviewed, monitored and evaluated (Continued)

Observation	Risk	Recommendation	Management Response
Our discussions with a sample of Curriculum Managers noted that there was mixed feedback on the use of Power BI. Some still preferred to use Columbus for reviewing some student recruitment reports, which would be more efficiently reviewed in Power BI. Power BI pulls data from Unit-E on an hourly basis. However, Columbus is a navigator of the data in Unit-E and is therefore instantaneous. Some Curriculum Managers advised that they have occasionally noticed differences between Power BI and Columbus reports, and this may have impacted on their trust in the dashboard reporting, leading to further continued reliance on Columbus as a reporting tool.	The time lag between Power BI and Columbus may undermine trust in the reporting systems, potentially leading to continued reliance on less efficient tools, which could hinder the effectiveness of student recruitment monitoring.	R1 We recommend that a session is convened with Curriculum Managers to capture feedback on the barriers which are preventing universal use of Power BI as the default reporting tool, and to agree the timeline for moving towards the removal of duplicate reports in Columbus that are already available through Power BI.	Ongoing, continuous training on the PBI platform will be delivered to the senior teaching staff via the Training, Growth and Improvement Forum. The College will look at the refresh timing for the PBI Admissions reporting to try and reduce the time lag. The College will look at reducing the dependency on the information it provides by continuing to promote the PBI platform and by starting the process of removing duplicate reporting. To be actioned by: Robin Ashton, Vice Principal Curriculum and Quality, Jason Quinn, Director of Digital and Information Services, and Mae Smillie, Head of Student Information Services No later than: 31 December 2025 (opening of new admissions cycle).
			Grade 3



Objective 5 - Knowledge, skills and training is provided to staff who are engaged in recruitment activity

Through our discussions with the staff interviewed as part of our audit, it is our view that the knowledge, skills and training provided to staff who are engaged in recruitment activity was sufficient, with staff demonstrating experience in recruitment target setting, recruitment monitoring and promotional processes.

We confirmed that there was a thorough program of training delivered on Power BI when it was introduced as a reporting tool. Any changes to reporting or the recruitment process are followed up by training. The College holds a 'Quality Week' which involves a huge variety of training, both mandatory and optional, and the program typically features a session delivered by SIS on various elements of the admissions process or reporting tools in use.

Any specific training needs of staff would be captured and addressed through the College's continuing professional development framework and the annual staff review process.

Objective 6 - There are mechanisms to handle recruitment complaints and take remedial action, where necessary

An Admissions Appeal Procedure is in place which outlines the arrangements for applicants to obtain feedback regarding an unsuccessful application, to appeal a selection decision or to lodge a complaint regarding the admissions process. We noted that a useful flowchart was included within these procedures, making it clear to students the process to be followed if they felt there were grounds to appeal an admissions decision. We did note that students were not signposted to the Admissions Appeal Procedure when they received an unsuccessful letter. During the audit however, the unsuccessful letter was updated, and we reviewed this to confirm that it now makes reference to the Admissions Appeal Procedure.

If an applicant is not satisfied with the admissions process, then this will be managed in accordance with the College's Complaints Handling Procedure, which has been developed in accordance with the Scottish Public Services Ombudsman guidelines and is published on the College's website.

The Complaints Handling Procedure involves all complaints being followed-up; consideration of lessons learned; and reporting on the number of complaints by category in order to identify any specific trends. At the end of each year, results are presented in an annual report. The 2023/24 Commendations and Complaints Handling Annual Report, published on the College website, highlighted that under the "Applications to Progression" category, no specific complaints had been made regarding Applications, Admission, Interview, Enrolment or Induction. For Progression, Articulation, Withdrawal there were eleven complaints (31% of the total received) and it was noted that these related to the impact of industrial action on learners' progression, concerns around the learner withdrawal process and opportunities for resits and impact on progression.

Both the Admissions Appeal Procedure and Complaints Handling Procedure are readily available on the College's website.

Aberdeen: 1 Marischal Square, Broad Street, AB10 1BL
Dundee: The Vision Building, 20 Greenmarket, DD1 4QB
Edinburgh: Level 5, Stamp Office, 10-14 Waterloo Place, EH1 3EG
Glasgow: 100 West George Street, G2 1PP

T: 01224 322 100
T: 01382 200 055
T: 0131 226 0200
T: 0141 471 9870

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